

Mayflower Mill Elementary School  
Reading Curriculum Map Grade 5 p. 1 of 24

Week	S t o r y	Day	Procedural Focus	Instructional Strategies	Standards	Resources	Assessment
1	P r o c e d u r e W o r k	1	<b>Independent Reading</b>	<ul style="list-style-type: none"> <li>-I Chart - What it looks like, what it sounds like for students and teacher.</li> <li>-Model and practice student procedures for “Read to Self”</li> <li>-Begin working on stamina</li> </ul>		I Chart <i>Read to Self</i>	
		2	<b>Independent Reading</b>	<ul style="list-style-type: none"> <li>-Review I chart</li> <li>- Model and practice student procedures for “Read to Self”</li> <li>-Discuss where to sit in the room</li> <li>-Work on reading stamina</li> </ul>		- I Chart <i>Read to Self</i>	
		3	<b>Choosing Good Fit Books</b>	<ul style="list-style-type: none"> <li>-Teach how to choose good fit books</li> <li>-Review I chart</li> <li>-Working on reading stamina</li> </ul>		<ul style="list-style-type: none"> <li>-Chart <i>Ways to Choose Books</i></li> <li>-Daily 5 page 30</li> <li>Shoe Lesson</li> <li>-<i>The Cafe</i> page 179</li> </ul>	
		4	<b>Making Good Book Choices</b>	<ul style="list-style-type: none"> <li>-Review I chart</li> <li>-Readers have criteria to judge whether a book is just right for independent reading.</li> <li>-Working on reading stamina</li> </ul>		<ul style="list-style-type: none"> <li>-Chart <i>Easy, Just Right, Challenging</i></li> <li>-Refer to I-PICK chart page 30</li> <li>- Use weights for models</li> </ul>	
		5	<b>Reading to Someone</b>	<ul style="list-style-type: none"> <li>-I Chart What it looks like, what it sounds like for students and teacher</li> <li>-Model EEKK</li> <li>-Practice stamina with partner</li> <li>-Review I-Chart for Read to Self</li> <li>-Work on Read to Self Stamina</li> </ul>		<ul style="list-style-type: none"> <li>-I Chart Read to Someone</li> <li>-I Chart Read to Self</li> </ul>	

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Week	S t o r y	Day	Procedural Focus	Instructional Strategies	Standards	Resources	Assessment
		6	<b>Check for Understanding</b>	<ul style="list-style-type: none"> <li>-Model and practice “Check for Understanding”</li> <li>-Add to Café Menu</li> <li>-Review I-Chart for Read to Self</li> <li>-Work on Read to Self Stamina</li> <li>-Review I Chart for Read to Someone</li> <li>-Work on Read to Someone Stamina</li> </ul>	5.1.1 RF.4.a-c	<ul style="list-style-type: none"> <li>-I Chart <i>Read to Someone</i></li> <li>Café book p. 154</li> <li>-Café Menu</li> <li>-I Chart <i>Read to Self</i></li> </ul>	
		7	<b>How to Choose a Partner How to Choose Books</b>	<ul style="list-style-type: none"> <li>-Model procedure for selecting a partner for Read to Someone</li> <li>-Raise your hand as a silent signal that you need a partner</li> <li>- Give eye contact with another person who has their hand raised</li> <li>-Walk to the person and say, “Do you want to be my partner?”</li> <li>- Partner says “Sure”</li> <li>-Model procedure for selecting book for Read to Someone</li> <li>-Talk about it and make a deal</li> <li>- Rock, paper, scissors</li> <li>-Review I Chart for Read to Someone</li> <li>-Work on Read to Someone Stamina</li> <li>-Review I-Chart for Read to Self</li> <li>-Work on Read to Self Stamina</li> </ul>	5.1.1 RF.4.a-c	<ul style="list-style-type: none"> <li>- I Chart <i>Read to Someone</i></li> <li>-I Chart <i>Read to Self</i></li> </ul>	

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<b>8</b>	<b>How to Buzz with Each Other</b>	<ul style="list-style-type: none"> <li>-Students learn how to listen to each other and share effectively as partners or in small groups</li> <li>-Model and practice Coaching or Time</li> <li>-If partner comes to a word they don't know the other partner: counts to 3, asks "Do you want coaching or time?"</li> <li>- If coaching, they use clues to help partner</li> <li>-Review I Chart for Read to Someone</li> <li>-Work on Read to Someone Stamina</li> <li>-Review I-Chart for Read to Self</li> <li>-Work on Read to Self Stamina</li> </ul>	51.1 RF.4.a-c	<ul style="list-style-type: none"> <li>-Chart <i>How to Buzz Effectively</i></li> <li>First 20 Days</li> <li>pg. 148</li> <li>-Chart <i>Read to Self</i></li> </ul>
<b>9</b>	<b>Abandoning Books</b>	<ul style="list-style-type: none"> <li>-Students learn that, after a good try, they may have a reason to abandon a book</li> <li>-Sometimes readers abandon books for specific reasons</li> <li>-Review I-Chart for Read to Self</li> <li>-Work on Read to Self Stamina</li> <li>-Review I Chart for Read to Someone</li> <li>-Work on Read to Someone Stamina</li> </ul>		<ul style="list-style-type: none"> <li>-Chart <i>Why Readers Abandon Books</i></li> <li>First 20 Days</li> <li>pg. 148</li> <li>-Chart <i>Read to Self</i></li> </ul>
<b>10</b>	<b>Distinguishing Between Fantasy and Reality</b>	<ul style="list-style-type: none"> <li>-Students are able to distinguish between two types of books as a foundation for learning about genre.</li> <li>-Each genre has specific characteristics.</li> <li>-Students learn to categorize books so that they can vary their reading.</li> <li>-Review I-Chart for Read to Self</li> <li>-Work on Read to Self Stamina</li> </ul>	5.3.1 RL.5 (5.2.1)	<ul style="list-style-type: none"> <li>First 20 Days</li> <li>pg. 148-149</li> <li>- Chart <i>Books We've Shared</i></li> <li>Examples of Books that have been read aloud</li> <li>-Chart <i>Fiction</i></li> <li>-Chart <i>Read to Self</i></li> </ul>

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Week	Story	Day	Procedural Focus	Instructional Strategies	Standards	Resources	Assessment
3	P r o c e d u r e W o r	11	<b>Different Kinds of Nonfiction</b>	<ul style="list-style-type: none"> <li>-There are many different kinds of nonfiction.</li> <li>-Each genre has specific characteristics.</li> <li>-Students learn to categorize type of nonfiction so that they can vary their reading.</li> <li>-Review I-Chart for Read to Self</li> <li>-Work on Read to Self Stamina</li> <li>-Review I Chart for Read to Someone</li> <li>-Work on Read to Someone Stamina</li> </ul>	(5.2.1)	<ul style="list-style-type: none"> <li>-Chart <i>Books We've Shared</i> First 20 Days pg. 150</li> <li>-Chart <i>Nonfiction</i></li> <li>-Chart <i>Read to Self</i></li> </ul>	Book Sort Assessment (Genre)  Fountas and Pinnell Benchmark Assessment
		12	<b>Keeping a Record for your Reading</b>	<ul style="list-style-type: none"> <li>-I-Chart What it looks like, what it sounds like for students and teacher</li> <li>-Reading Log</li> <li>-Review I-Chart for Read to Self</li> <li>-Work on Read to Self Stamina</li> </ul>	5.4.1 W.5	- I Chart <i>Work on Writing</i>	
		13	<b>Procedures for Work on Writing</b>	<ul style="list-style-type: none"> <li>-Model what to do when writing words they can't spell (underline and go on)</li> <li>-Review I Chart Work on Writing</li> <li>-Work on Writing Stamina</li> <li>-Reading Log</li> <li>-Review I-Chart for Read to Self</li> <li>-Work on Read to Self Stamina</li> <li><b>Mini Lesson 1</b></li> <li>-Initial sounds in words (first 3 letters)</li> </ul>		<ul style="list-style-type: none"> <li>- I Chart <i>Work on Writing</i></li> <li>-Café pg. 189-190 (modify for spelling)</li> </ul>	

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<b>14</b>	<b>Procedures for Work on Writing</b>	<ul style="list-style-type: none"> <li>-Review I chart</li> <li>- Model and practice student procedures for “Work on Writing”</li> <li>-Brainstorm and practice where to sit</li> <li>-Brainstorm and practice what materials to use during writing (notebook, pencil, drawing)</li> <li>- Work on Writing Stamina</li> <li>-Review I-Chart for Read to Self</li> <li>-Work on Read to Self Stamina</li> </ul>		- I Chart <i>Work on Writing</i>
<b>15</b>	<b>Writing Responses to your Reading</b>	<ul style="list-style-type: none"> <li>-Readers can share their thinking about reading through writing.</li> <li>- Model two types of chapter notes for students: predictions and connections</li> <li>Possible Types of Responses:               <ul style="list-style-type: none"> <li>-wonderings</li> <li>-predictions</li> <li>-connections</li> <li>-inferences</li> <li>-drawing conclusions</li> <li>-book recommendations</li> <li>-letters</li> </ul> </li> <li>- Work on Writing Stamina</li> <li>-Review I-Chart for Read to Self</li> <li>-Work on Read to Self Stamina</li> </ul>	5.5.2 W.2 a-d (5.5.4) 5.5.6 W.10 (5.5.7)	-Chart <i>Chapter Notes</i> First 20 Days pg. 152

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Week	S t o r y	Day	Procedural Focus	Instructional Strategies	Standards	Resources	Assessment
4	P r o c e d u r e W o r k	16	<b>Use Sticky Notes to Prepare for Response for Reading</b>	<ul style="list-style-type: none"> <li>-Students learn process to help them remember their thinking so that they can write about it and talk about it</li> <li>-Write down predictions and connections on sticky notes</li> </ul>	5.4.1 W.5 5.4.5 W.8	<ul style="list-style-type: none"> <li>-Chart <i>Chapter Notes</i></li> <li>First 20 Days</li> <li>pg. 152</li> <li>Sticky Notes</li> </ul>	
		17	<b>CAFÉ: Accuracy and Expand Vocabulary</b>  <b>Word Work</b>	<ul style="list-style-type: none"> <li><b>Mini Lesson 1</b></li> <li>-Cross Checking</li> <li><b>Mini Lesson 2</b></li> <li>- Tune into Interesting Words</li> <li><b>Mini Lesson 3</b></li> <li>-Introduce Materials and their locations</li> <li>-Brainstorm I-chart How to Work with Materials</li> <li>-Model correct and incorrect</li> <li>-Choice: Work on Writing, Read to Self</li> </ul>	5.1.6 RI.4 (5.5.5)	<ul style="list-style-type: none"> <li><i>The Café</i>- page 170</li> <li><i>The Café</i>- page 185</li> <li>- I Chart <i>Word Work</i></li> </ul>	

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		<b>18</b>	<p><b>CAFÉ: Comprehension, Accuracy and Expand Vocabulary</b></p> <p><b>Listen to Reading</b></p>	<p><b>Mini Lesson 1</b> -Back up and reread</p> <p><b>Mini Lesson 2</b> -Review check for understanding, cross checking, tune into interesting words, and back up and reread</p> <p><b>Mini Lesson 3</b> -Introduce Listen to Reading Materials and their locations -Brainstorm I-chart How to Work with Materials -Model correct and incorrect -Choice: Work on Writing, Read to Self, Read to Someone, Word Work</p>	5.1.6 RI.4	<i>The Café- page 155 - I Chart Listen to Reading</i>
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Week	St ory	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
5	Hot and Cold Summer Realistic Fiction	<b>Comprehension</b>	Make and confirm predictions 20J	(5.2.1) (5.3.2) (5.6.1) (5.6.6) RI.1, RI.2, RL.5, W.3, W.7, W.8, L.2, L.4, SL.1	CAFÉ: p. 161	
		<b>Accuracy</b> Phonemic Awareness and Phonics	Words with Short Vowels 45I		CAFÉ: p 179	
		<b>Fluency</b> Comprehension, Accuracy, Rate, Expression	Reinforce Voracious Reading		CAFÉ: p. 187	
		<b>Expand Vocabulary</b>	Prefixes, Suffixes, and Roots 20I		CAFÉ: p. 187	
		<b>Writing</b>	Narrative Paragraph: Voice 45E			

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Week	Story	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
6	Sees Behind Trees – Historical Fiction	<b>Comprehension</b>	Narrative Elements 46I Create Mental Images 46J	(5.2.1) (5.3.2) RI.1, RL.2, RL.3, RL.4, RL.5, W.5, W.8, W.10, L.1, L.2, L.4, L.5, SL.1, SL.6	CAFÉ: p. 167 CAFÉ: p. 159	
		<b>Accuracy</b> Phonemic Awareness and Phonics	Syllables: CVCe and CVVC 69C		CAFÉ: p. 179	
		<b>Fluency</b> Comprehension, Accuracy, Rate, Expression	Reinforce Read appropriate-level texts that are a good fit		CAFÉ: p. 185	
		<b>Expand Vocabulary</b>	Determine Meanings/Homographs 69K		CAFÉ: p.188	
		<b>Writing</b>	Realistic Story – Expressive Writing 89C			

Week	Story	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
7	Yang the Third and Her Impossible Family – Realis	<b>Comprehension</b>	Self-Question 70J Narrative Elements 89B	(5.2.1) (5.3.2) (5.6.1) RL.3, RL.5, W.3, W.5, W.6, W.8, L.2, L.4, SL.1, SL.2, SL.3	CAFÉ: p. 160 CAFÉ: p. 167	
		<b>Accuracy</b> Phonemic Awareness and Phonics	Long o and Long u 89G Syllables: VV Syllable Pattern 89A		CAFÉ: p. 179	
		<b>Fluency</b> Comprehension, Accuracy, Rate, Expression				



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		<b>Expand Vocabulary</b>	Prefixes, Suffixes, and Roots 70I Introduce - Use dictionaries, thesauruses, and glossaries as tools		CAFÉ: p. 187 CAFÉ: p. 190	
		<b>Writing</b>	Realistic Story – Expressive Writing 89C			

Week	Story	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
8	Dear Mrs. Parks - Letters	<b>Comprehension</b>	Make Judgments 90I Use Text Structure and Format 90J Introduce – Determine and analyze author's purpose and support with text	(5.2.1) (5.3.2) (5.3.7) (5.6.1) (5.6.6) RI.1, RL.2, RL.3, RL.5, W.1,W.2, W.5,W.7, L.4, SL.1, SL.2, SL.3	CAFÉ: p. 163 CAFÉ: p. 166	
		<b>Accuracy</b> Phonemic Awareness and Phonics	Vowels Before r 113G Letter Patterns: Vowels before r 113A		CAFÉ: p 179	
		<b>Fluency</b> Comprehension, Accuracy, Rate, Expression	Reinforce Read appropriate-level texts that are a good fit		CAFÉ: 185	
		<b>Expand Vocabulary</b>				
		<b>Writing</b>	Personal Narrative 113C			

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Week	Story	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
9	Elena – Historical Fiction	<b>Comprehension</b>	Narrative Elements 114I Point of View 135B	(5.2.1) (5.3.2) (5.6.1) RI.1, RI.5, RI.9, RL.3, RL.5, W.1, W.5, L.5, SL.1	CAFÉ: p. 167 CAFÉ:	
		<b>Accuracy</b> Phonemic Awareness and Phonics	Read Ahead 114J Words with /s/, /z/, and /sh/ 135G Syllable Patterns: VCV and VCCV 135A		CAFÉ: p. 176 CAFÉ: p 179	
		<b>Fluency</b> Comprehension, Accuracy, Rate, Expression				
		<b>Expand Vocabulary</b>				
		<b>Writing</b>	Personal Narrative Timed or Tested: Expressive Writing 135C			

Week	Story	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
10	We'll Never Forget You, Roberto Clement Biography	<b>Comprehension</b>	Draw Conclusions 138I Make Judgments 161B	(5.2.1) (5.6.1) (5.6.2) RI.1, RI.5, RI.8, RL.3, RL.4, RL.5, W.1, W.2, W.5	CAFÉ: p. 162	
		<b>Accuracy</b> Phonemic Awareness and Phonics	zhər/ and /chər/ Letter Patterns: /zhər/ and /chər/ 161A		CAFÉ: p 179	
		<b>Fluency</b> Comprehension, Accuracy, Rate, Expression	Adjust Reading Rate 138J		CAFÉ: 182	

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		<b>Expand Vocabulary</b>		
		<b>Writing</b>	Paragraph Information: Effective Paragraphs 161C	

Week	St ory	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
11	Fo lk Ta les fro m As ia – Fo lk Tal es	<b>Comprehension</b>	Summarize and Paraphrase 162I Draw Conclusions 183D	(5.2.1) (5.3.2) (5.3.2) (5.3.6) RI.1, RL.2, RL.3, RL.4, RL.5, W.1, W.2, W.6, L.2, L.5	CAFÉ: p. 164 CAFÉ: p. 162	
		<b>Accuracy</b> Phonemic Awareness and Phonics	Words Ending in –ed and –ing 183I Words Structure: Root Word + Inflection 183C		CAFÉ: p. 179 CAFÉ: p. 179	
		<b>Fluency</b> Comprehension, Accuracy, Rate, Expression				
		<b>Expand Vocabulary</b>	Use Context to Confirm Meaning 162J Figurative Language 183A		CAFÉ: p. 188	
		<b>Writing</b>	How-to Paragraph: Effective Paragraphs 183E			

Week	St ory	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
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12	Iditarod Dream - Nonfiction	<b>Comprehension</b>	Draw Conclusions 184I Summarize/Paraphrase 201D	(5.2.1) (5.3.2) (5.6.2) RI.1, RI.5, RL.3, RL.5, W.1, W.5, W.7, L.4, L.5	CAFÉ: p. 162	
		<b>Accuracy</b> Phonemic Awareness and Phonics	Unstressed Endings /əŋ/ and /əɾ/ 201I Syllables: Unaccented Syllables 201C		CAFÉ: p. 164	
		<b>Fluency</b> Comprehension, Accuracy, Rate, Expression	Read Ahead 184J		CAFÉ: p. 179	
		<b>Expand Vocabulary</b>	Multiple-Meaning Words 201A		CAFÉ: p. 180	
		<b>Writing</b>	Summary: Expository Writing 201E			

Week	Story	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
13	Woodsong - Personal Narrative	<b>Comprehension</b>	Summarize and Paraphrase 202I	(5.3.2) (5.3.7) (5.4.7) RL.3, RL.4, RL.5, W.2, W.5, W.6, L.2, L.5	CAFÉ: p. 164	
		<b>Accuracy</b> Phonemic Awareness and Phonics	Unstressed Ending /ə/ 223G Syllables: Consonant -le Syllable Pattern		CAFÉ: p. 172	
		<b>Fluency</b> Comprehension, Accuracy, Rate, Expression	Reread to Clarify 202J		CAFÉ: p. 180	
		<b>Expand Vocabulary</b>	Figurative Language		CAFÉ: p.	
		<b>Writing</b>	How-to Essay: Expository Writing 223C			

Week	Story	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
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14	Island of the Blue Dolphins – Historical Fiction	<b>Comprehension</b>	Narrative Elements 224I Summarize 224J Make Inferences 243A	(5.6.6) RI.1, RI.5, RL.3, RL.4, RL.5, W.2, W.5, L.5	CAFÉ: p. 167 CAFÉ: p. 164 CAFÉ: p. 162	
		<b>Accuracy</b> Phonemic Awareness and Phonics	Plurals 243I Letter Patterns: Word Endings 243C		CAFÉ: p. 172	
		<b>Fluency</b> Comprehension, Accuracy, Rate, Expression				
		<b>Expand Vocabulary</b>	Figurative Language 243D			
		<b>Writing</b>	Essay That Explains Timed or Tested: Expository Writing			

Week	Story	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
15	Everglades – Informational Text	<b>Comprehension</b>	Create Mental Images 246J	(5.2.5) (5.3.2) (5.5.4) (5.6.2) RI.1, RL.4, RL.5, W.6, W.7,W.8, L.2, L.4, L.5	CAFÉ: p. 159	
		<b>Accuracy</b> Phonemic Awareness and Phonics	Words with Silent Letters 273I Letter Patterns: Words with kn, wr, and gn 273C		CAFÉ: p. 179	
		<b>Fluency</b> Comprehension, Accuracy, Rate, Expression	Reinforce: Read appropriate level texts that are a good fit		CAFE: p. 185	
		<b>Expand Vocabulary</b>	Prefixes, Suffixes, and Roots 246I Search Techniques 273A		CAFÉ: p. 190	
		<b>Writing</b>	Writer's Craft: Development 273E			

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Week	Story	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
16	Summer of Fire - Nonfiction	<b>Comprehension</b>	Graphic Aids 274C Use of Text Structure and Format 274J	5.3.7) (5.5.4) (5.6.4) RI.1, RI.5, RL.5, W.6, L.5	CAFÉ: p. 163	
		<b>Accuracy</b> Phonemic Awareness and Phonics	Compound Words 295I		CAFÉ: p. 175	
		<b>Fluency</b> Comprehension, Accuracy, Rate, Expression				
		<b>Expand Vocabulary</b>	Search Techniques 295D Compound Words 295C		CAFÉ: p. 190 CAFÉ: p. 187	
		<b>Writing</b>	Persuasive Paragraph 295E			

Week	Story	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
17	Oceans – Expository Nonfiction	<b>Comprehension</b>	Graphic Aids 274C Text Structure: Main Idea and Details 296I	(5.3.7) (5.4.7) (5.5.4) (5.6.4) RI.1, RI.5, RL.2, RL.5, W.5, W.6, L.2, L.5	CAFÉ: p. 163 CAFÉ: p. 165	
		<b>Accuracy</b> Phonemic Awareness and Phonics	Troublesome Words and Phrases 319I Letter Patterns: ight and aight 319A		CAFÉ: p. 179	
		<b>Fluency</b> Comprehension, Accuracy, Rate, Expression	Adjust Reading Rate 296J		CAFÉ: p. 182	
		<b>Expand Vocabulary</b>				
		<b>Writing</b>	Persuasive Letter 319E			

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Week	Story	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
18	Seeing Earth From Space – Photo Essay	<b>Comprehension</b>	Graphic Aids 320I Reread to Clarify 320J Text Structure: Main Ideas and Details 347D Synthesize 347A	(5.2.5) (5.5.4) (5.6.4) RI.1, RL.2, RL.4, RL.5, W.5, W.8, L.2, L.5	CAFÉ: p. 163 CAFÉ: p. 155 CAFÉ: p. 165 CAFÉ: p. 162	
		<b>Accuracy</b> Phonemic Awareness and Phonics	Words with –ant and –ent 347I Word Structure: Root Word + Suffix 347C		CAFÉ: p. 179	
		<b>Fluency</b> Comprehension, Accuracy, Rate, Expression				
		<b>Expand Vocabulary</b>				
		<b>Writing</b>	Persuasive Essay			

Week	Story	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
19	The Case of the Flying Saucer People – My Ste	<b>Comprehension</b>	Text Structure: Main Ideas and Details 348I Text Structure: Sequence 365D Media Messages 365A (Author's Purpose)	(5.4.7) (5.5.4) (5.6.4) RI.2, RI.5, RL.2, RL.3, RL.5, W.7, W.8	CAFÉ: p. 165 CAFÉ: p. 164 CAFÉ: p. 166	
		<b>Accuracy</b> Phonemic Awareness and Phonics	Use Decoding/Phonics 348J Suffixes –tion and –ness 365I Letter Patterns: -tion and –ness (-ion, -ation) 365C		CAFÉ: p. 172	
		<b>Fluency</b> Comprehension, Accuracy, Rate, Expression				

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		<b>Expand Vocabulary</b>	Multiple Meaning Words 365K		CAFÉ: p. 187
		<b>Writing</b>	Persuasive Essay 365E		

Week	St ory	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
20	Ha tti e's B irt hd ay Bo x – Sh ort St ory	<b>Comprehension</b>	Self-Question 368J Make Inferences 389B	(5.3.2) (5.6.4) RI.1, RL.3, RL.5, W.5, W.7, W.8, W.9	CAFÉ: p. 160 CAFÉ: p. 162	
		<b>Accuracy</b> Phonemic Awareness and Phonics	Suffixes –able and –less 389G Word Structure: Root Word + Suffix 389A		CAFÉ: p. 172	
		<b>Fluency</b> Comprehension, Accuracy, Rate, Expression				
		<b>Expand Vocabulary</b>	Word Relationships 368I		CAFÉ: p. 188	
		<b>Writing</b>	Paragraph that Compares: Effective Sentences 389C			

Week	St ory	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
21	Wi llia m S ha ke spea re & th e Gl	<b>Comprehension</b>	Fact and Opinion 390I	(5.2.5) RI.1, RL.2, RL.5, W.2, W.7, W.8, L.1, L.2, L.4		
		<b>Accuracy</b> Phonemic Awareness and Phonics	Adjust Reading Rate 390I Suffixes –eer, -ist, -ian, -or, and –er 421I Letter Patterns: Words with augh and ough 421C		CAFÉ: p. 182 CAFÉ: p. 172	



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		<b>Fluency</b> Comprehension, Accuracy, Rate, Expression			
		<b>Expand Vocabulary</b>	Classify/Categorize 421A		CAFÉ: p. 187
		<b>Writing</b>	News Story 421E		

Week	Story	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
22	The World of William Joyce Scrapbook - <i>Autobiography</i>	<b>Comprehension</b>	Use Text Structure and Format 422J Synthesize 439D Fact and Opinion 439B	(5.2.5) RI.1,RL.3, RL.5, W.2, W.5, W.7, W.8, L.5	CAFÉ: p. 163 CAFÉ: p. 162	
		<b>Accuracy</b> Phonemic Awareness and Phonics	Prefixes non-, in-, and un- 439E Word Structure: Prefix + Root Word 439A		CAFÉ: p. 172	
		<b>Fluency</b> Comprehension, Accuracy, Rate, Expression				
		<b>Expand Vocabulary</b>	Word Relationships 422I		CAFÉ: p. 187	

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Week	St ory	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
		<b>Writing</b>	Comparison and Contrast Essay 439E			
23	Sa tch m o's Bl ue s – Inf or ma tio nal Na rra tiv e	<b>Comprehension</b> <b>Accuracy</b> Phonemic Awareness and Phonics <b>Fluency</b> Comprehension, Accuracy, Rate, Expression <b>Expand Vocabulary</b>	Fact and Opinion 440I (Infer and support with evidence) Prefixes re- and inter- 463G Letter Patterns: /s/c and /j/ g 463A Introduce – Use punctuation to enhance phrasing and prosody (end marks, etc.) Read Ahead 440J Figurative Language 463B	(5.2.5) (5.3.2) (5.6.6) RI.1,RI.5, RL.3, RL.4, RL.5, W.5, W.7,W.8, L.5	CAFÉ: p. 162 CAFÉ: p. 174 CAFÉ: p. 183 CAFÉ: p. 188	

Week	St ory	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
24	Ev el yn Ci sn er os: Pri ma Ba lle rin a - Bi og ra ph y	<b>Comprehension</b> <b>Accuracy</b> Phonemic Awareness and Phonics <b>Fluency</b> Comprehension, Accuracy, Rate, Expression	Text Structure: Main Idea and Details 464I Summarize 464J Prefixes dis- and de- Open and Closed Syllables 487A	(5.3.2) RI.1, RI.5, RL.2, RL.3, RL.5, W.2, W.5, W.7, W.8, L.4	CAFÉ: p. 165 CAFÉ: p. 164 CAFÉ: p. 172 CAFÉ: p.	

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		<b>Expand Vocabulary</b>	Classify/Categorize 487B (Related words)		CAFÉ: p.	
		<b>Writing</b>	Comparison and Contrast Essay: Informative Writing 487C			

Week	Story	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
25	Off and Running Realistic Fiction	<b>Comprehension</b>	Text Structure: Compare and Contrast 490I Characterization 511A	(5.4.7) RI.1, RI.2, RL.3, RL.4, RL.5, W.8, W.9, L.1	CAFÉ: p. 169 CAFÉ: p. 167	
		<b>Accuracy</b> Phonemic Awareness and Phonics	Prefixes pre- and pro- 511I Stress 511C		CAFÉ: p. 187	
		<b>Fluency</b> Comprehension, Accuracy, Rate, Expression				
		<b>Expand Vocabulary</b>	Use Context to Confirm Meaning 490J		CAFÉ: p. 187	
		<b>Writing</b>	Research Report: Prewrite 511E			

Week	Story	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
26	Little by Little - Autobiography	<b>Comprehension</b>	Author's Purpose and Perspective 512I Self-Question 512J Text Structure: Compare and Contrast 533B	RI.1, RI.2, RL.3, RL.5, W.5, W.7, W.8, L.1	CAFÉ: p. 166 CAFÉ: p. 160 CAFÉ: p. 169	

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		<b>Accuracy</b> Phonemic Awareness and Phonics	VCCV Words 533G Syllable Pattern: VCCV 533A		CAFÉ: p. 179
		<b>Fluency</b> Comprehension, Accuracy, Rate, Expression			
		<b>Expand Vocabulary</b>	Determine Meaning 533I		CAFÉ: p. 187
		<b>Writing</b>	Research Report: Outline 533C		

Week	St ory	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
27	De ar M r. H en sh aw – R ea lis tic Fic tio n	<b>Comprehension</b>	Text Structure: Compare and Contrast 534I Text Structure: Sequence 563D Make and Confirm Predictions 534J Author's Purpose and Perspective 563B	RI.1, RI.5, RL.3, RL.5, W.5, W.6, W.7, W.8, L.1, L.2	CAFÉ: p. 169 CAFÉ: p. 164 CAFÉ: p. 161 CAFÉ: p. 166	
		<b>Accuracy</b> Phonemic Awareness and Phonics	More Words with –ed and –ing 563I Word Structure: Root Word + Inflection 563A		CAFÉ: p. 172 CAFÉ: p. 172	
		<b>Fluency</b> Comprehension, Accuracy, Rate, Expression				
		<b>Expand Vocabulary</b>				
		<b>Writing</b>	Research Report: Draft 563E			

Week	St ory	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
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28	F r i n d l e – R e a l i s t i c F i c t i o n	<b>Comprehension</b>	Author's Purpose and Perspective 564I Literary Response and Analysis 581B Characterization 581D	RI.1, RL.3, RL.5, W.5, W.7, W.8, L.1, L.5	CAFÉ: p. 166	
		<b>Accuracy</b> Phonemic Awareness and Phonics	Use Decoding Phonics 564J VCCCV Words 581I Syllables: VCCV and VCCCV Syllable Patterns 581A		CAFÉ: p. 167	
		<b>Fluency</b> Comprehension, Accuracy, Rate, Expression			CAFÉ: p. 173	
		<b>Expand Vocabulary</b>				
		<b>Writing</b>	Research Report: Edit 581E			

Week	St ory	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
29	T h e F u n T h e y H a d – S c i e n c e F i c t i o n	<b>Comprehension</b>	Draw Conclusions 582I Make Inferences 597B Summarize 582J		CAFÉ: p.162 CAFÉ: p. 162 CAFÉ: p. 164	
		<b>Accuracy</b> Phonemic Awareness and Phonics	VCV Words 597G Syllables: VCV Syllable Pattern 597A		CAFÉ: p. 179	
		<b>Fluency</b> Comprehension, Accuracy, Rate, Expression				
		<b>Expand Vocabulary</b>				
		<b>Writing</b>	Research Report: Publish 597C			

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Week	Story	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
30	Across the Wide Dark Sea – Historical Fiction	<b>Comprehension</b>	Characterization 623D Create Mental Images 600C	(5.4.7) (5.5.5) RI.1, RL.3, RL.5, W.5, W.8, L.1, L.2, L.5	CAFÉ: p. 167 CAFÉ: p. 159	
		<b>Accuracy</b> Phonemic Awareness and Phonics	VV Words 623I Syllable Patterns: VCV Syllable Pattern 623C		CAFÉ: p. 179	
		<b>Fluency</b> Comprehension, Accuracy, Rate, Expression				
		<b>Expand Vocabulary</b>	Locate Information 623A Connotation/Denotation 600I (Varied word choice)		CAFÉ: p. 190 CAFÉ: p. 185	
		<b>Writing</b>	Rhymed Poem: Word Choice 623E			

Week	Story	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
31	Name This American Play	<b>Comprehension</b>	Cause and Effect 624I Make and Confirm Predictions 624J		CAFÉ: p. 168 CAFÉ: p. 161	
		<b>Accuracy</b> Phonemic Awareness and Phonics	Contractions 647I Word Structure: Using Word Parts 647A		CAFÉ: p. 187 CAFÉ: p. 185	
		<b>Fluency</b> Comprehension, Accuracy, Rate, Expression				

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		<b>Expand Vocabulary</b>	Connotation/Denotation 647B		CAFÉ: p. 185	
		<b>Writing</b>	Story: Word Choice 647E			

Week	St ory	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
32	W h a t's t h e B l i d e a, B e n F r a n k l i n? - B i o g r a p h y	<b>Comprehension</b>	Cause and Effect 675B Reread to Clarify 648J	(5.2.5) (5.4.7) RI.1, RI.2, RI.5, RL.4, RL.5, W.5, W.7, W.8, W.9, W.10, L.2, L.4, L.5	CAFÉ: p. 168 CAFÉ: p. 155	
		<b>Accuracy</b> Phonemic Awareness and Phonics	Related Words 675G Greek and Latin Roots 675A		CAFÉ: p. CAFÉ: p. 187	
		<b>Fluency</b> Comprehension, Accuracy, Rate, Expression				
		<b>Expand Vocabulary</b>	Connotation/Denotation 648I		CAFÉ: p. 185	
		<b>Writing</b>	Play: Expressive Writing 675C			

Week	St ory	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
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33	"Lewis and Clark" – Expository Nonfiction	<b>Comprehension</b>	Cause and Effect 676I Locate Information 697B	5.3.2) (5.4.7) RI.1, RI.5, RL.5, W.2, W.5, W.7, W.8, W.9, L.1, L.4, L.6	CAFÉ: p. 168 CAFÉ: p. 190	
		<b>Accuracy</b> Phonemic Awareness and Phonics	Words with Three Syllables 697G Syllables: Accent Marks and Unaccented Syllables 697A		CAFÉ: p. 172	
		<b>Fluency</b> Comprehension, Accuracy, Rate, Expression				
		<b>Expand Vocabulary</b>				
		<b>Writing</b>	Tall Tale: Expressive Writing 697C			

Week	Story	Instructional Focus	Instructional Strategies	Standards	Resources	Assessment
34	"Black Frontiers" – Expository Nonfiction	<b>Comprehension</b>	Summarize and Paraphrase 698I Use		CAFÉ: p. 164	
		<b>Accuracy</b> Phonemic Awareness and Phonics	Words from Spanish 715I Word Structure: Word Origins 715C		CAFÉ: p. 179	
		<b>Fluency</b> Comprehension, Accuracy, Rate, Expression				
		<b>Expand Vocabulary</b>	Context to Confirm Meaning 698J		CAFÉ: p. 188	
		<b>Writing</b>	Friendly Letter 715E			